



All Saints' CE Junior School  
Curriculum Overview, Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Fluent Zoo</b> <i>(introduction to reading fluency/oracy)</i></p> <p><b>Zebra's Great Escape</b> by Katherine Rundell (Fiction)</p> <p><b>Granny Came Here on the Empire Windrush</b> by Patrice Lawrence (Fiction)</p>	<p><b>Poetry</b> – Focus on Kenning poems.</p> <p><b>Oliver</b> by Birgitta Sif (Fiction)</p> <p><b>Aesops Fables</b> (Fiction)</p>	<p><b>One Plastic Bag</b> by Miranda Paul</p> <p><b>The Creakers</b> by Tom Fletcher (Fiction)</p>	<p><b>The Creakers</b> by Tom Fletcher (Fiction)</p> <p><b>Non-Chronological Report on Egyptian Life</b> (Non-Fiction)</p>	<p><b>Romeo and Juliet</b> by William Shakespeare (Fiction)</p> <p><b>Life of Howard Carter</b> (Non-Fiction)</p> <p><b>Persuasive letters</b> -examples of letters</p>	<p>Nelson Mandela's Folk tales</p> <p>Explanations -Selection of explanation texts</p> <p><b>Libby and the Parisian Puzzle</b> by Jo Clarke (Fiction)</p>
<b>Purpose for writing</b>	<p>To write a setting description</p> <p>To write an informal letter recount</p>	<p>To retell the story</p> <p>To retell a famous fable changing some elements.</p>	<p>To write a recount (diary entry)</p> <p>To write a character/setting description</p>	<p>To write a chapter in the style of an author.</p> <p>To write a non-chronological report</p>	<p>To be able to summarise and to write a play-script.</p> <p>To write a biography about Howard Carter</p> <p>To write a persuasive letter</p>	<p>To write a mystery with an opening, build up, problem, resolution and ending.</p>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place Value: Counting, comparing and representing numbers</li> <li>Addition mental</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Multiplication and sharing</li> <li>Making and describing shapes</li> </ul>	<ul style="list-style-type: none"> <li>Place Value</li> <li>Introducing tenths</li> <li>Unit and non-unit fractions</li> <li>Addition and</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication tables</li> <li>Scaling problems</li> <li>Place Value</li> </ul>	<ul style="list-style-type: none"> <li>Place Value</li> <li>Geometry</li> <li>Time</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction – written methods</li> <li>Fractions</li> <li>Multiplication</li> <li>Perimeter</li> </ul>



	and written		Subtraction			
<b>Science</b>	Animals and skeletons	Rocks & soils	Forces and Magnets	Plants	Light	Animal Homes
<b>RE</b>	<b>UC: Creation/Fall</b> What do Christians learn from the Creation Story?	<b>L2.1 Nature &amp; Seasons</b> Why are nature and the seasons significant for religion and worldviews?	<b>L2.2 Art &amp; Architecture</b> How are religion and worldviews shaped and expressed through art and architecture?	<b>UC: Gospel</b> What kind of world did Jesus want?  <b>UC: Salvation</b> Why do Christians call the day Jesus died 'Good Friday'?	<b>UC: Kingdom of God</b> When Jesus left, what was the impact of Pentecost?	<b>L2.3 Reconciliation</b> What can religion and worldviews tell us about peace, forgiveness and reconciliation and is that important?
<b>PE:</b>	Creative Movement Dance  Invasion Games:- Hockey	Invasion Games: Handball  Gymnastics	Swimming  Health and Fitness Circuit training/multi- skills/team games	Swimming  OAA ( <i>Outdoor Adventurous Activities</i> )	Athletics  Invasion Games: Tag-Rugby/Football	Striking and fielding: Cricket  Net & Ball: Tennis
<b>History</b>	Pre-history Stone Age, Iron Age, Bronze Age			Ancient Egyptians		Chronology – History Skills
<b>Geography</b>		Countries of the world  (Map skills-locating continents/countries/ cities)	Our European neighbours  (Focus on European countries, capital cities)		The River Nile  (Compare Egypt to UK)	
<b>Music</b>	Let Your Spirit Fly (Charanga)	Glockenspiel Stage 1 & singing (Charanga)	Three Little Birds	The Dragon Song	Bringing us together	Charanga – Reflect, rewind and replay
<b>Warwick a singing town –Alternate weeks</b>						



<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Zones of regulation</li> <li>• Online Relationships</li> <li>• Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Carbon Monoxide Workshop</li> <li>• E-bugs – handwashing (Health England)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Water safety</li> <li>• Online Relationships</li> <li>• Self-Image and Identity</li> <li>• Online Reputation</li> </ul>	<ul style="list-style-type: none"> <li>• Protective behaviours</li> <li>• Copyright and Ownership</li> </ul>	<ul style="list-style-type: none"> <li>• St Johns Ambulance – Bites and Stings</li> <li>- Calling for help</li> <li>- Managing online information</li> <li>- Privacy and Security</li> </ul>	<ul style="list-style-type: none"> <li>• Sex and Relationship Education (SRE)</li> </ul>
<b>Computing</b>	<p>Basic PC skills and online safety</p> <p>Connecting computers</p>	<p>Desktop publishing</p> <p>Online safety</p>	<p>Stop frame animation</p>	<p>Branching databases</p>	<p>Programming –a sequence in music</p>	<p>Programming – events and actions</p>
<b>Art</b>	<p>Stone Age to Iron Age</p>		<p>Journeys (Aboriginal art)</p>		<p>Plant art</p>	
<b>DT</b>		<p>Packaging</p>		<p>Moving Monsters</p>		<p>Sandwiches</p>
<b>MFL</b>	<p>Getting to Know You</p>	<p>All about me</p>	<p>Food, glorious food</p>	<p>Family and friends</p>	<p>Our School</p>	<p>Time</p>
<b>Curriculum Enrichment &amp; SMSC</b>	<p>Harvest service at All Saints' Church</p>	<p>Christmas service at All Saints' Church</p>	<p>Swimming</p>	<p>Easter service at All Saints' Church</p>		<p>Trip to the Ashmolean museum- <i>Egyptian focus</i></p> <p>Leavers service at All Saints' Church</p>